Things You Should Know About Civil Service In Ohio

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The State Civil Service
Commission of Ohio

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THE STATE CIVIL SERVICE
COMMISSION OF OHIO

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The State Civil Service Commission of Ohio

COMMISSIONERS

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FEB 13 1917

What is meant by the term "Civil Service"?

Legally, the term "civil service" includes all offices and positions of trust and employment in the service of the state and the counties, cities, and city school districts thereof.

Popularly, "civil service" means the filling of positions in the public service by means of competitive examinations.

What relation is there between "Civil Service" in the popular sense, and what is known as the "Merit System"?

They are identical. The purpose of the civil service law is simply to apply the test of merit to applicants for public employment.

Should "Civil Service", or the Merit System be discarded, what alternatives are there?

There is just one alternative—the spoils system. Wherever the merit system does not obtain, all public employment is subject to the spoils system.

What is the "Spoils System"?

It is the appointment to office of personal and political favorites, often with little or no regard to the fitness of the appointee to perform the duties of the position to which appointed.

What objections are there to the Spoils System?

A few of the more important objections are these:

1. It results in the multiplication of offices and positions of employment.

2. It leads to the filling of these positions with unworthy and incompetent persons.

3. It involves the frequent changing of government officials and employes, which greatly impairs the efficiency of the public service.

4. It causes executives, legislators, and other officials to devote to the thankless and

profitless labor of distributing patronage, the time and energies needed for the discharge of their proper duties.

5. It increases the already high cost of government.

6. It breeds corruption in the government, and discredits American citizenship.

Does not "Civil Service" tend to create an aristocratic office-holding class that would be unresponsive to the public will?

On the contrary, the tendency is wholly in the direction of democracy and equality. Thru the merit system the humblest is given an equal chance with the highest, and wealth and influence count for naught.

Does "Civil Service" consist entirely in filling government positions with persons whose fitness has been tested by competitive examinations?

Not entirely, nor chiefly. This is merely the first step.

What more does it include?

1. It includes a careful study, and an accurate classification of all positions in the public service; so that in all departments there will be equal pay for the same work. Under the loose, unfair, and unbusiness-like methods which invariably characterize the spoils system, an employe in one department may receive $50 per month, while personal or political favorites in another department, performing the same duties, receive $100 per month.

2. It contemplates promotional examinations; so that employes may have an opportunity, on their merits, to rise from the lower to the higher grades of service — thus furnishing them a constant incentive to increase their efficiency and to render faithful service.

3. It provides for records of the efficiency of all public employes; the purpose of which is to rid the service of any and all who may become careless, indolent, or otherwise unfit. In short, the object of "civil service" or the merit system,

is to insure the appointment to public positions of competent persons only, and their retention in these positions so long, and only so long, as they render faithful and efficient service.

Is there reason to hope or expect that these objects can be fully realized?

There is no reason why, in time, they should not be as completely realized as are any other objects and purposes of government.

Is the Merit System in full and complete operation in Ohio at the present time?

Civil service laws have not been in effect a sufficient length of time as yet, to make possible their perfect operation. The installation of the merit system in the various departments of the state, county and municipal governments, is a very large undertaking; and for its satisfactory completion several years will doubtless be required.

Does the State Civil Service Commission conduct examinations for all positions in the public service?

Only for positions in the classified service of the state and the counties. Each municipality has its own civil service commission which conducts all examinations for positions in the same.

Is the Civil Service law strictly observed by municipal civil service commissions?

By some municipal commissions it is; by others it is not. In some cases the members of municipal civil service commissions are opposed to the merit system, and direct their efforts toward defeating and discrediting it.

Where does responsibility for these conditions lie?

With the mayors, who appoint these municipal commissions, and public opinion in the localities affected, which tolerates this betrayal of a public trust. Under existing laws, the State Civil Service Commission has no effective control over municipal commissions.

If the Civil Service law is not strictly enforced in every particular, would it not be better to do away with it entirely?

Assuredly not. Every violation or evasion of the civil service law is nothing more nor less than an outcropping of the spoils system. Since there are only two systems, it is far better to have the merit system even with occasional lapses to the spoils system, than to have the iniquitous spoils system alone. To abolish the merit system because in some cases it had been vitiated, would be as illogical as to abolish the public school system because in some instances education has resulted disastrously.

Did Civil Service reform originate in this state?

It was introduced into the United States from Great Britain, where the system had been in successful operation since the middle of the last century.

It was adopted by the Federal government in 1883; and subsequently by various states, including New York, New Jersey, Massachusetts, Wisconsin, Illinois and California; also by many cities in different parts of the country.

Have results shown in other states, justified the expense involved?

Wherever civil service laws have been wisely drawn and honestly enforced, the results have been in the highest degree beneficial and gratifying.

Under what circumstances was "Civil Service" established in Ohio?

A constitutional amendment was submitted to the electors in 1912, and adopted by a majority of more than 100,000 votes. The following year the system was put into operation.

Who may take Civil Service examinations?

All persons of legal age, who are actual residents of the state.

How may information relative to examinations be obtained?

Bulletins are published monthly by the State Civil Service Commission announcing examinations for state and county service. The bulletins may be had upon request, either in person or by mail. They contain information concerning the duties and requirements of the various positions.

What is necessary, to be admitted to examinations?

A formal application, which may be had upon request to the State Civil Service Commission, must be filled out and returned to the office of the Commission at least three days previous to the date of the examination.

The application must be accompanied by the proper fee, which, for positions that pay more than $600, and less than $1,000 per annum is 50 cents; for positions paying $1,000 or more, the fee is $1. For positions paying $600 or less, no examination fee is required.

Where are examinations held?

For nearly all positions in the state service examinations are held in the five largest cities of the state — Cleveland, Cincinnati, Columbus, Toledo and Dayton.

For positions in the county service, examinations are held at the respective county-seats.

What is the nature of Civil Service examinations?

The aim is to make them thoroughly practical in nature. As a general rule, an examination consists of three parts: a list of practical questions pertaining directly to the duties to be performed, the answers to which must be written; a list of questions to be answered orally, which permits the applicant's personality and physical fitness to be determined; and lastly, an experience sheet, which is attached to the application blank, and is filled out and filed with the commission not less than three days prior to the date of examination.

Does the State Civil Service Commission make appointments?

It does not — except to the few positions in its own offices. It merely furnishes heads of departments in which there are vacancies, with the names of those who have passed the examination with the highest grades. All appointments are made by the various department heads.

For how long are appointments effective?

Appointments are effective during good behavior, and as long as the appointee renders efficient service.

How does the Civil Service Commission prevent the employment of those who have not regularly passed Civil Service examinations?

The payrolls from the various departments of both state and county service must be approved each month by the Civil Service Commission before vouchers are issued for the payment of any salaries.

Does the Civil Service law afford any real protection? In other words, cannot even a competent employe be forced out of his position?

In some cases it is possible for the head of a department virtually to force a subordinate out of his position. But since the vacancy would have to be filled from an eligible list, thus affording no opportunity for the appointment of a favorite, there is seldom any inducement for an appointing officer to violate the spirit, if not the letter, of the law by an act of this kind.

Moreover, in the event of any attempted removal, an employe has the right of appeal to the State Civil Service Commisssion, whose decision is final.

Is the application of the Merit System to the Public Service both scientific and practicable?

It is, beyond doubt or question.

Is the state doing anything toward the training of persons for the Public Service?

An advisory committee on education for the public service, composed of leading educators representing the schools and colleges of the state, has already been appointed and is working out a plan for training persons desirous of entering the public service as well as those already in the service. Night classes and correspondence instruction will be provided for those who cannot attend day classes.

Are public men generally, in favor of the Merit System?

For patriotic reasons, statesmen favor it. For selfish reasons, politicians oppose it.

What leading statesmen have endorsed "Civil Service"?

Washington, Jefferson, Madison, Clay, Webster, Calhoun, Grant, Garfield, Hayes, Blaine, Cleveland, McKinley, Roosevelt, Taft, Root, and many others, among whom was George H. Pendleton, one time United States Senator from Ohio, and who has been called the "Father of Civil Service in the United States".

OPINIONS OF EMINENT MEN WITH REGARD TO THE MERIT SYSTEM.

"Civil service reform, as embodied in the merit system, is simply the application to the public service of the plainest principles of common sense and common honesty."—Carl Schurz.

"The importance and efficacy of the merit system as the only means of eradication of the spoils system, which so long worked corruption in every department of the government, is universally recognized."—Joseph H. Choate.

"Civil service reform should be in good faith enforced. Our citizens have the right to protection from the incompetency of public employes who hold their places solely as the reward of partisan services, and from the corrupting influence of those who promise and the vicious methods of those who expect such rewards; and those who worthily seek public employment have

the right to insist that merit and competency shall be recognized instead of party subserviency or the surrender of honest political belief."—Grover Cleveland.

"My conviction is that one of the surest paths to better politics and better government service in this country is through the enforcement of a merit system in appointments and promotions in the civil service."—William H. Taft.

"It (the spoils system) is a detestable system, drawn from the worst periods of the Roman republic; and if it were to be perpetuated; if the offices, honors, the dignities of the people were to be put up to a scramble, to be decided by the results of every Presidential election, our government and institutions, becoming intolerable, would finally end in a despotism as inexorable as that at Constantinople."—Henry Clay.

THE STANDARDIZATION OF PUBLIC EMPLOYMENT.

The Efficiency Division of the State Civil Service Commission is, at the present time, preparing a plan of classification based upon the duties and responsibilities of each position in the classified service of the State. This classification sets a definite standard for each position and will insure to the State, adequate returns for the salary paid, uniformity of compensation and advancement of State employes.

Classification is based upon a scientific analysis of each position in the State service.

The job and not the person is the basis of measure.

The duties are analyzed, responsibility and hazards are studied, and the training and experience necessary to efficiently fill the job, are determined. The classification will standardize each position in the classified service of the State. This standardization will be determined by the duties to be performed and the qualifications necessary for their performance.

Classifications and standards must be set for each position which will insure the appointment of competent persons. For years individuals have been appointed to positions for which they have had no experience or training, and the State has been forced to stand the expense of teaching the appointee the duties of the job and giving to the individual the qualifications, education and experience which he should have possessed before becoming attached to the State payroll. We are all agreed that the country must have specially trained men for the Military Service. It is equally true that we must have specially trained men for the Civil Service.

The proposed plan of classification divides the personal service of the State into classes such as Clerical Class, Professional and Scientific Class, Investigational Class, Institutional Class, etc. Each is divided according to function into groups. The Clerical Class, for instance, is divided as follows:

Stenographer group
Bookkeeper group
Clerk group
Typist group
Telephone Operator group.

Each class and group is scientifically defined and the duties of each position will determine into what class and group the position should be placed. Groups are subdivided into grades and grades into salary rates. All appointments, either original or promotional, unless otherwise specifically stated in the standardization of the position, shall be made at the lowest salary rate. The employe's advancement from salary rate to salary rate, is dependent upon efficiency and length of service. For example, an individual is appointed to a Grade III position. He would start in the service at salary Rate C. At the end of one year's satisfactory service he would advance to salary Rate B. At the end of two years' satisfactory service he would advance to Rate A. In order to advance to Grade II he would compete in a promotional examination with the other clerks in Grade III who had, by length of satisfactory service, advanced to Rate A. Where two positions are placed in a grade and one requires higher qualifications and the duties are slightly more complex, yet not of such a standard as to place in the next higher grade, the incumbent of the more important position would start at a higher salary rate, either B or A, depending absolutely upon the duties and responsibilities. The following illustrates the Clerk group of the Clerical Class:

Clerk Group.

Definition: The term "Clerk Group" is used to identify those employments of the clerical service, requiring the performance of routine or special office work not included in any other group of the Clerical Service.

Grades of Clerk Group.

This group shall be divided into four grades and designated as follows:

Grade I. Chief Clerk — Assistant Secretary.
Grade II. Senior Clerk.
Grade III. Junior Clerk.
Grade IV. Messenger — Page.

Entrance and Advancement.

Appointments to this group and advancement within each grade shall be made subject to the following rules:

1. All appointments to positions in this group shall be made at the lowest salary rate for the grade to which appointed.

2. Advancement from salary rate to salary rate within any grade may be made on completion of at least one year of satisfactory service at the lower rate.

3. The standards of satisfactory service shall be successively higher for each class and grade.

Grade I.

Title of Position: Chief Clerk, Assistant Secretary.

Duties: Incumbents of these positions assume complete responsibility for the clerical work of an entire department or minor division, involving independent judgment, and a high degree of clerical knowledge and requiring administrative ability in the direction of clerical procedure.

Qualifications: No person shall be eligible for original appointment to this grade who has not had at least four years' office experience. It is preferable that one year of required experience be in a supervisory capacity when not filled by promotional examination. In case of promotion no person shall be eligible for appointment to this grade who has not served three years in Grade II.

Compensation:

Rate C .....
Rate B .....
Rate A .....

SPECIAL REGULATION GOVERNING RATES B AND A.

In Grade I no salary rate shall be advanced beyond Rate C except after an individual appraisal by the State Civil Service Commission indicating that the rate requested does not exceed the value of work performed.

Grade II.

Title of Position: Senior Clerk.

Duties: Incumbents of these positions perform specialized clerical work requiring training, experience,

ability, and fixed responsibility, calling for the exercise of independent judgment and initiative — may or may not be supervisory.

Qualifications: No person shall be eligible for original appointment to this grade who has not had at least two years' office experience. In case of promotion no person shall be eligible for appointment to this grade who has not served three years in Grade III.

Compensation:

Rate C .....
Rate B .....
Rate A .....

SPECIAL REGULATIONS GOVERNING RATES B AND A.

In Grade II no salary rate shall be advanced beyond Rate C except after an individual appraisal indicating that the rate requested does not exceed the value of the work to be performed.

Grade III.

Title of Position: Junior Clerk.

Duties: The duties of this position are to perform generally under supervision, clerical duties requiring skill, accuracy, experience, and familiarity with routine of department.

Qualifications: No person shall be eligible for original appointment to this grade who has not had at least one year of office experience. In case of promotion no person shall be eligible for appointment to this grade who has not served one year in Grade IV.

Compensation:

Rate C .....
Rate B (Requiring at least one year's satisfactory service in the next lower rate) .....
Rate A (Requiring at least one year's satisfactory service in the next lower rate) .....

Grade IV.

Title of Position: Page — Messenger.

Duties: The duties of this position are to perform under supervision, the simplest clerical routine.

Qualifications: Such qualifications as the State Civil Service Commission may require.

Compensation:

Rate C .....

Rate B (Requiring at least one year's satisfactory service in the next lower rate) .....

Rate A (Requiring at least one year's satisfactory service in the next lower rate) .....

The information necessary to properly classify and grade a position is obtained in the following manner:

A specially prepared blank is filled out by the employe, setting forth, in detail, the duties of the position. The information obtained from this blank is checked by actual comparison with the duties of the individual employe as determined by a personal interview while he or she is engaged in performing same. In other words, the employe must show a representative of this Division how each function is performed. All details and papers are traced through the department from their original entrance until they finally land in the files. From this information the position is standardized and placed in the proper group and grade after a thorough discussion of the duties and responsibilities. A conference is then held with the department head or heads and the State Budget Commissioner at which time the positions in the department are carefully analyzed. In case an agreement cannot be secured the position is finally passed upon by the Special Advisory Board to the Efficiency Division. This Advisory Board is composed of well known business men of unquestionable business ability and integrity. The personnel of this Board is:

Mr. Cooper Proctor, Proctor & Gamble Co., Cincinnati.

Mr. E. A. Deeds, Delco Company, Dayton.

Mr. S. P. Bush, Buckeye Steel Castings Co., Columbus.

Mr. Thomas Coughlin, formerly Director of Finance of the City of Cleveland.

Mr. E. M. Fullington, Budget Commissioner of Ohio.

A special advisory board to advise and classify the Engineering Group of the Professional and Scientific Service is composed of:

William T. Magruder, Professor, Mechanical Engineering, O. S. U.

F. H. Eno, Professor, Sanitary Engineering, O. S. U.

J. H. Withrow, Professor, Chemical Engineering, O. S. U.

C. E. Sherman, Professor, Civil Engineering, O. S. U.

A. E. Flowers, Professor, Electrical Engineering, O. S. U.

H. M. Sharp, Chief Engineer, Div. Construction, Highway Department.

L. G. White, Electrical Expert, Public Utilities Commission.

Thomas E. Green, Telephone Expert, Public Utilities Commission.

P. W. McKinney, Gas Expert, Public Utilities Commission.

The study of the duties in the different departments and institutions of the State government has revealed many employment problems that have not been properly dealt with. Many factors contribute to the waste and inefficiency of the State government. There are many instances of highly competent employes rendering excellent service to the State, but in no department of the State government do employment conditions approach the standards in privately conducted business. The following illustrates a number of the defects in our present system:

Irregularity in Rates of Pay.

1. Our studies have revealed many inconsistencies of compensation: for example, an individual in one department doing simple clerical work receives a salary of $600 per annum, while an individual doing the same grade of simple clerical work in another department or even in the same department, receives a salary of $1,800 per annum. There is also a very large amount of overpayment. Appropriations have been made with little reference to the market value of the work to be performed.

Standards Governing Advancement or Promotion.

2. Promotion is based generally upon personal preference. No efficiency records are maintained in the majority of departments and employers have no definite information to use in case of promotion except records showing seniority of service which are very

often ignored. Instead of assistants being promoted in case the chief or the head of the division resigns, an individual from the outside is generally brought in who must depend on his subordinates to instruct him as to his duties, etc. Promotions are oftentimes made without change of duties.

Duplications of Work.

3. Duplications of effort are common in several State departments, resulting in lost motion and useless and unnecessary positions.

Multiplicity of Titles.

4. There are hundreds of titles in the State service which have no meaning and in no way apply to the duties of the position. Many times these fictitious titles are undoubtedly fixed in order to secure larger appropriations from the Legislature which has had no definite means of ascertaining duties, the degree of responsibility and the difficulty of the work to be performed, and out of necessity, personal service appropriations have been made in a very loose manner. Surely no private business could make up a budget in this manner and expect to hold the good will and confidence of its employes.

Lack of Business Methods and Organization.

5. Many departments are below the business standards of organization, system and methods. Our study of duties has revealed these weaknesses in departmental organization. Lack of organization, in addition to waste of money, does not give the willing and efficient employe the proper chance to make good. The public officer cannot be expected to get good results unless he has an effective organization. "The organization cannot be made effective unless the service is made attractive to persons of ability."

Irregularity in rates of pay will be entirely eliminated by the adoption of a scientific classification. Salaries will be uniform for the same grade and character of work. Classification includes specifications which will actually differentiate one grade of work from the other. It will prevent fixing the salaries to fit the individual rather than the duties and responsibilities of the position.

Undoubtedly the greatest good to be obtained by this classification is that it will establish direct lines of promotion; an incentive will be offered to individuals of merit to enter the State service. Individuals will recognize the fact that there is, at last, a career open to them in the State service, and their preliminary education and training can be made a preparation for public service. It will be necessary for the individual to prepare for the State service as he now must do in order to obtain positions of importance in the business world. Opportunities will be open to the State employe to work out a career on the basis of individual merit. It will enable the employe to plan for the future and to make the State service his life work. Permanency of service and opportunity for promotion will enable a young man to enter the public service with the same degree of enthusiasm as the young man who enters the service of a big corporation with a reputation for fair dealing and promotion from the inside, based upon merit, fitness and efficiency. When the State has shown what it can do by adopting a scientific classification the educational institutions of Ohio will not be slow in conforming and adopting new courses which will give to the young man that training which will best fit him for efficient public service. Such a movement has already been started by the State Civil Service Commission of Ohio, and a permanent committee composed of our leading college presidents and educators has been appointed to study this important work.

The Senate Committee on Civil Service of the State of New York which, with the aid of the Bureau of Municipal Research of New York City, has made the most exhaustive study of scientific classification, sums up the benefits to be derived by the State as follows:

"1. It will result in increased efficiency from the employes.

2. It will bring into the State service the highest grade of men and women because of the opportunity of a permanent career.

3. It will reduce the cost of State government by the elimination of inequitable salary increases, and bar the introduction of unnecessary positions."

The Committee also believes that it will secure for the State *EMPLOYE* three great benefits:

"1. The under-paid employe will be advanced to adequate rates of compensation.

"2. Favoritism and personal preference will be eliminated.

"3. Promotion and advancement will be based upon merit, thus securing to each employe recognition of efficient and loyal service."

The Committee further believes that a scientific classification will secure benefits to the *TAX PAYER*:

"1. It will result in efficient and business-like government.

"2. It will establish real opportunity in the State service.

"3. It will lower taxes, in that salaries are paid only to the efficient and are commensurate with the duties performed."

We quote from the Bureau of Municipal Research of New York City:

STANDARDIZATION,

A Problem of Fair Dealing.

"Standardization, properly conceived, is primarily a problem of justice and fair dealing. The city is not in business for profit; it carries on its great projects and activities for the mutual benefit of citizens. The rates which citizens can afford to pay to those who serve them are not to be fixed by the price of any products—they should be determined after due consideration given to the conditions of service which are mutually advantageous.

"More than any other employer in the United States, the City of New York is interested in establishing for itself a reputation for fair dealing. It has no advantage to gain from any other course. Those who are interested in the welfare of civil servants must also look favorably upon any determination reached by the City of New York which may have for its end and which promises equal opportunity and equal pay for similar work. It is of advantage to each employe to have before him such definite specifications governing employment that he may be able to plan his career. The city and its civil servants alike are interested in open-handed fair dealing and in having standards which will make municipal employment attractive to men and women alike. Any standardization which will lay the foundation for an administrative procedure that will give to employes better opportunity to rise, which will enable men and women in the service to make life plans with fair hope of success, and which will put appointments, promotions and increases in compensation on a basis of merit is preferable to a method which offers opportunity to those only who may establish their claim to

recognition through subservience and loyalty to an unofficial organization controlled in the interest of those who would thrive by exchanging 'patronage' for 'votes.'"

The following shows in summarized form the benefits that will develop from the adoption of the proposed plan of classification:

1. Establishment of conditions of employment more certain and attractive, bringing about co-operation and contentment of employes and attracting to the public service more highly trained and competent persons to each trade, calling, vocation or profession.

2. Establishing of standards on which to base appropriations for personal service.

3. Establishment of standards on which the Civil Service Commission will base its requirements for competitive positions, its entrance and promotional examinations, transfers, individual efficiency records, etc.

4. Information on which to base studies of work and methods with a view of eliminating duplications of activities and consequent high cost of government.

5. Information for the benefit of the public, showing the requirements of each branch of the State service and for the benefit of those who are preparing for entrance in the service and subsequent advancement.

6. Information that will make it possible to base compensation upon the value of the service performed — value to be determined from the study of the compensation for similar service in private firms and business corporations.

7. Establishing standards that will make it possible to substitute for the present unsatisfactory methods of increasing salaries, a system of regular periodical increases and compensation based upon length of service and satisfactory efficiency records.

8. Establishment of standards on which to base definite lines of promotion within the various grades where work done in a less important grade is a natural preparation for the next higher.

9. The establishment of standard titles and work requirements for each class and grade of employment.

10. Establishment of definite standards that must be conformed to after appointment.

Justice to employes without extravagence to the State is the aim of this classification.

Under a scientific classification

$3,000 work will be paid $3,000.
$1,000 work will be paid $1,000.
$600 work *WILL NOT* be paid $1,800.

Section 486-18 of the Civil Service Law says:

"The Commission shall from time to time make investigations for the purpose of ascertaining the duties imposed by law and practice upon each officer and employe or subordinate in the classified service, the manner in which duties are performed, the cost thereof, and such other facts as will enable the commission to determine the efficiency of such officers and employes and subordinates. The commission shall establish grades in the classified service, based upon similarity of duties and salaries; shall standardize employment in each grade; shall prescribe factors or quantities to be used in marking the relative efficiency of each officer and employe or subordinate in such grades; shall fix standards of efficiency to be maintained by officers and employes or subordinates; and shall keep a record of the efficiency markings for each officer and employe or subordinate in the classified service."

The above statute gives the Civil Service Commission full power to make the necessary survey and the classification which will be presented to the Legislature at its coming session in 1917.

Will your representative be for a business-like organization of the State government or will he be opposed to equal pay for equal work?

Opposition to standardization means that you believe that positions should be obtained and salaries regulated by "PULL".

SAMPLE EXAMINATION QUESTIONS.

SAMPLE EXAMINATION QUESTIONS.

CLERKS.

(Grades II and III). All State Departments and County Offices.

PRACTICAL QUESTIONS — Wt. 3.

Time Allowed: 3 Hours.

(*Answer Nos. 1, 2, 3, 4, 5, and any five of the remainder.*)

1. (a) Name in the order of their importance what you believe to be the essential characteristics of a good clerk.
   (b) Discuss the importance of proper ventilation as a condition of efficiency in an office.
2. (a) Explain in 150 words or more, the filing and index methods of some office or department with which you are familiar.
   (b) Suggest and explain any improvements which you think should be made in these methods; or, describe an entirely different method, and tell for what kind of an office it would be suitable.
3. Name all the appliances necessary to the complete fitting out of a large general office.
4. Assume that you are a clerk in the office of the State Board of Administration, and that you have to answer a letter which complains of the delay of payment for a quantity of coal purchased by the Board. Write a reply in full, stating that a voucher authorizing payment has already passed out of your office, and showing what steps you are taking to investigate the matter.
5. Explain briefly the following terms: Invoice, budget, assets, liabilities, voucher, requisition, inventory, warrant, depreciation, affidavit.
6. Rewrite the following words, correcting those which are misspelled:

clericle	refered	anualy	legaly
signiture	proceedure	transcription	fileing
neatness	remitance	publisher	assetts
fullfil	recieveable	benefited	necesary
inclosure	accurasy	eligable	separate
coppying	interist	preference	supersede
			acknoledge

7. (a) Multiply 8762 by 3010 and divide the product by 15.05.
   (b) The U. S. census gives the population of Ohio in 1900 as 4,157,545; and in 1910 as 4,767,121. From these figures estimate the population of the State in (a), 1906; and (b), 1916.

8. As a department clerk, make out a payroll for a department which has employed the following persons during the month of September, 1915:
   Arthur McArthur, secretary, (full month) $200.
   Nicholas Nichols, bookkeeper, (full month) $1,000 per annum.
   Joseph Clark, chief clerk, $110 a month.
   Howard Cline, inspector, $5 per diem, exclusive of Sundays.
   Henry Green, property clerk, $75 a month.
   Helen Hunt, stenographer, Sept. 1 to 18 inclusive, $85 a month.
   Lena Larkin, stenographer, began Sept. 14 and worked remainder of month at $65 per month.
   May Perry, filing clerk, $75 a month. (On leave of absence without pay from Sept. 5 to 13 inclusive.)
   David Doolittle, messenger, $60 per month. (On leave without pay, Sept. 22 and 23.)
9. What are the essential features of a voucher covering the payment of money?
10. Write a reply to a letter from John Smith, Zanesville, O., in which he asserts with much feeling, that your office has deliberately ignored his request, mailed two weeks previously, for information relative to certain matters handled by your department.

REPORT.

Make a digest of the following opinion from the Attorney General's office, stating in brief paragraphs, and clear and direct language, the several points determined.

Hon. Albert S. Fenzel, *City Solicitor,*
Middletown, Ohio.

Dear Sir: —

I acknowledge receipt of your letter of February 1st, upon the following questions:

"1. Has a humane officer the right to appeal to the civil service commission upon dismissal?

"2. After a humane officer has been chosen by the humane society, and the mayor of the city has signed his commission as humane officer, can the mayor recall his signature to the humane officer's commission at any time he desires, thus revoking this officer's commission?"

The status of the humane society agent appointed for a municipal corporation is peculiar. It appears that this agent is not an officer of the municipal corporation at all, tho his compensation is to be paid by the municipality. In the first instance, he is an officer or agent of the society. Clearly he is an appointee of the society, and not of the municipality. The power of the mayor, to be exercised in connection with his appointment, is not that of appointment, but that of confirmation. Now, the tenure of office of such an agent is not prescribed by any provision of the law. Upon elementary principles, then, such agent holds

his office at the pleasure of the appointing authority. Inasmuch as the appointing power consists of both the humane society and the mayor, that is, the concurrence of both is necessary to effect an appointment, I am of the opinion that a like concurrence is necessary to effect removal. That is to say, the mayor can, by no act of his, create a vacancy in the position of agent of the humane society, nor, on the other hand, could the humane society itself by any act of the society, create such a vacancy. In short, that a removal under these sections may be complete, the humane society must act in the first instance, and the mayor must either approve the action, or signify his approval thereof by approving the appointment of a successor to the agent. From what has been said it follows, of course, that the humane officer is not an officer of the municipal corporation. Accordingly no question could arise as to such an officer's being in the civil service. I am accordingly of the opinion, that upon removal in the manner just described, the humane officer has no appeal to the civil service commission of the city. And I am of the opinion, for the reasons above stated, that the mayor of the city may not by recalling his signature to the humane officer's commission, or by any other single act, revoke such commission and thus effect the removal of the officer.

STENOGRAPHER.

(Grade II). State and County Service.

Date: May 27, 1916.

DICTATION I.

To be dictated at a rate of 120 words per minute.

Child labor means the lowering of the wage scale. The child labor problem has to fight some of the biggest money interests in this country, and for this reason the / percentage of industries that employ large numbers of children is small as compared with other industries Only a few industries are conspicuous in this respect. Yet the putting of five // hundred thousand children in the army of workers means a wholesale lowering of the wage scale. If we could by law stop the employment of every child under fourteen, you / would see an immediate response in the elevation of the wage scale, and the solving of many problems of relief. Railroads do not employ children, but they are carriers of // coal, and the coal mines employ children. No children are employed about banks, yet I know a great banking institution in the South in which the president and cashier and / directors are stockholders in child labor institutions, and the largest depositors are cotton mill men. So you see we who stand for the abolition of child labor have to fight // the money interests of the country, and the commercial organs are against us. For this reason we need your especial sympathy. A man's position on the subject of child labor / is a sure test of where he stands on the general question of charity. It is easy to give money after it has been wrung out of the

sweat of // little children, for the building of schools and hospitals and asylums.

Places: Columbus, Cincinnati, Cleveland, Dayton, Toledo.

Date: May 27, 1916.

DICTATION II.

To be dictated at a rate of 140 words per minute.

COLUMBUS, OHIO, May 20, 1916.

MR. H. D. PRICE,
Prin. of Toledo Academy,
Toledo, Ohio.

MY DEAR SIR:

I have your kind letter of March 5 relating to my son Henry.

It is indeed a pleasure to receive from you so favorable an account of the boy's conduct at your / school, and of his satisfactory progress in his studies.

In view of the facts set forth in your letter, we have decided to defer to your judgement and allow him to finish the course this year. //

Mrs. Miller joins me in expressing our grateful appreciation of the benefits our son has received through his attendance at your excellent school, and we wish to thank you personally for the very kind interest you have shown in his welfare.

Sincerely yours,

JAMES R. MILLER.

Date: May 27, 1916.

DICTATION III.

COLUMBUS, OHIO, May 19, 1916.

MR. JOHN B. WILLIAMS,
Des Moines, Iowa.

MY DEAR SIR:

Your letter of the 25th inst. is at hand and contents duly noted. In reply will say that some concerns allow their employees two weeks vacation with pay; others one week with pay and one week without; and so on. An investigation of this feature shows that in the majority of offices, employees who have been with the company for one year or more receive two weeks with pay; those who have been employed six months or more get one week with pay. One firm gives two weeks with full pay to those who have been in the company's employ a year or more and grants an additional two weeks with pay to those who attain a certain standard of efficiency. The Metropolitan Life Insurance Company has established a system of adding one day to the vacation period after an employe has been with the company five years, three days after ten years of service, and so on, thus making the vacation a method of rewarding loyal employes.

The consensus of opinion seems to be that a business concern does not lose in the long run by paying salaries

to employees while they are on their vacations. They get back in increased stamina and renewed vigor much more than the money paid out for the time not spent in service.

Yours very truly,

Date: May 27, 1916.

SPELLING.

1. accrued, increased, to be added.
2. warranty, a kind of deed, the grantor is bound to warrant and defend the deed.
3. affidavit, a sworn statement.
4. counterfeit, to carry on a deception.
5. infallible, exempt from liability to error in judgment.
6. perforate, to bore through.
7. lacerate, to tear rudely.
8. haphazard, mere chance.
9. scourge, cruel punishment.
10. brick-kiln, a furnace for burning brick.
11. surrogate, a probate judge; a deputy.
12. subsequent, following in time.
13. peaceable, inclined to peace.
14. incandescent, white or glowing with heat.
15. concession, a grant.
16. criticise, to examine critically.
17. connoisseur, critical judge of art.
18. convertible, capable of being changed.
19. eliminate, to cause to be removed.
20. predicament, a trying position.
21. mischievous, making mischief.
22. ellipse, an oval figure.
23. militia, a body of citizens enrolled for military instruction.
24. initial, the first letter of a word or name.
25. inflammation, state of being inflamed.

Date: May 27, 1916.

COPY TEST.

The following is, in part, the report of the standing committee on arrangement and phraseology of Proposal No. 151 of the Constitutional Convention of Ohio.

In title strike out "XXX" and insert "XV".

In title strike out "18" and insert "9".

In title strike out "of Schedule".

In title strike out all after dash and insert: "License to traffic in intoxicating liquors".

In lines 2 and 3 strike out "the constitution by substituting for section 18 of the schedule the following:" and insert "Article XV, Section 9, of the constitution and that:"

In lines 3 and 4 eliminate paragraph.

In line 4 strike out "Section 1. At" and insert "at".

In line 6 change "article" to "section".

In line 9 strike out "FOR LICENSE".

Insert subhead "ARTICLE XV."

In line 10 before the word "License" insert "Sec. 9".

In line 10 strike out the word "hereafter".

In line 15 change "where" to "WHERE" and insert "the" after "where".

In line 19 change "law" to "laws".

In line 20 after "now" insert "in force".

In lines 21 and 22 eliminate paragraph.

In line 22 strike out "No license shall" and insert: "License to traffic in intoxicating liquors shall not".

In line 22 strike out "such".

In line 23 after "application" insert "therefor".

In line 24 strike out "No license shall" and insert: "License shall not".

In line 24 strike out "or manner".

In lines 25 and 26 strike out "beverages" and insert "liquors".

In line 27 strike out "or manner".

In line 28 strike out "asked to be licensed, and that" and insert "for which the license is sought; and".

In lines 28 and 29 strike out "in any manner whatsoever".

In line 30 change the first comma to a semi-colon, and strike out "and".

In line 30 strike out "be made to" and insert: "shall".

In line 30 strike out "said".

In lines 31 and 32 eliminate paragraph.

In line 33 strike out "the license and said licensee" and insert: "his license".

In lines 34 and 35 strike out "such convicted licensee" and insert: "him".

In lines 35 and 36 eliminate paragraph.

Strike out lines 36 and 39 inclusive and insert: "License to traffic in intoxicating liquors shall not be granted unless the place of traffic under such license shall be located in the county in which the person or persons reside whose duty it is to grant such license, or in a county adjoining thereto".

Strike out lines 40, 41 and 42.

In line 43 strike out "Section 2. At" and insert: "Resolved, further, that at".

In line 47 strike out "Section 3".

In line 53 strike out "Section".

Date: May 27, 1916.

ARRANGEMENT OF HEADING—Wt. ½.

Time allowed, 20 minutes.

The applicant will arrange the heading and paragraphs in the most attractive display.

Constitution and By-Laws of the Master Steam Boiler Makers' Association, adopted April 19th, 1902. Article I. Section I. The title-name of our Association, for the present, will be the Master Steam Boiler Makers' Association. Sec. 2. The seal and emblem of the Association will be the original Watt boiler. Sec. 3. The office of its executive or managing body shall be permanently located in the City of Chicago, in the State of Illinois, U. S. A., at such place as the Executive Board shall designate.

Date: May 27, 1916.

ENGLISH.

1. Give the meaning of the following synonyms and use each correctly in a sentence:
   enough, plenty; criticism, reprimand; learn, teach; ignorant, illiterate; disaster, misfortune.
2. From words enclosed in parentheses, insert the proper one in blank spaces:
   (a) Laying bricks was his....., but his..... was playing ball. (avocation, vocation).
   (b) The number that we lose by.....is small in comparison with the number that we gain by..... (emigration, immigration).
   (c) The.....told the pupils that in matters of ..... they should follow the dictates of conscience. (principal, principle).
   (d) Let James and.....go to the theater. (I, me).
   (e) They told of.....finding the money. (him, his).
3. Correct the following if necessary:
   (a) John was laying on the ground, when his brother laid down beside him.
   (b) My old friend and schoolmate were in town.
   (c) Every man, woman and child was lost.
   (d) He gave John and I a book.
   (e) Either the master or his servants is to blame.
4. Write abbreviations for the following words:
   gentlemen, esquire, Florida, account, against, namely, that is, for example, pages, bushel.
5. Write a letter of recommendation for a friend who is applying for a stenographic position.

STENOGRAPHER (MALE).

(Grade II). State and County Service.

Date: May 27, 1916.

ORAL

1. What is your occupation at the present time?
2. Can you tell by the appearance of a letter whether or not it has been written by a good stenographer? How?
3. How much information do you think a stenographer should give to a person outside the office?
4. How many hours should a stenographer work in a day? Any overtime?
5. In offering your services to the state, why do you feel that the state should purchase your services?

PROBATION OFFICER (without rank), JUVENILE COURT, HAMILTON COUNTY.

Date: October 2, 1915.

PRACTICAL QUESTIONS.

1. State briefly the present statutory provisions in the State of Ohio in relation to the appointment and compensation of Probation Officers.

2. What, in your opinion, are the chief, direct, and contributory causes of juvenile delinquency in the city of Cincinnati?
3. Who is a "Delinquent Child"? A "Dependent Child"?
4. What is the purpose of a juvenile court detention home?
5. Of what importance do you consider the family history of a child in the disposition of his case?
6. What plan do you offer for the local care of feeble-minded girls between 12 and 18 years of age?
7. How much would you depend upon the Sunday School teacher as a source of information in regard to a probationer?
8. What should be the relations between a Probation Officer for juveniles and—
   (a) Compulsory attendance officers;
   (b) Factory Inspectors?
9. Outline what you would consider a desirable plan for the duties of a Probation Officer,—
   (a) In relation to offenders before their trial;
   (b) In court.
10. What is the difference between an affidavit and a complaint as used in Juvenile Court procedure?
11. Name six agencies of a charitable, reformatory, educational, or kindred character in the city of Cincinnati with which you would expect to co-operate, and the advantages which, in your opinion, your work would derive from such co-operation.
12. What course would you advise for the probationary oversight of a child under the following circumstances?
   (a) A girl, 12 years of age, whose mother is dead and who lives with her elder sister and her father, has been brought before the Court charged with being wilfully disobedient to her sister and frequently associates with bad company in the streets, but has not been guilty of any immoral act.
   (b) A boy who is addicted to attendance at cheap theatres, whose record and home surroundings are good, has snatched a lady's pocket book in the street in order to secure money for admission to the theatre.
13. How would you handle the following condition:
   Girl, age 15, taken out of city for immoral purposes?
14. What are the essential requirements for a mother to receive relief under the law for "mothers' pensions"?

Date: October 2, 1915.

REPORT

Write a report addressed to the Judge of the Juvenile Court concerning a boy 14 years of age who has been under your probationary oversight for a period of one month after having been found guilty of stealing lead pipe from the cellar of an unoccupied house, assuming any facts concerning the boy's behavior, home influences, etc., which you may desire.

Date: October 2, 1915.

ORAL _____

Rating _____%

N. B. Examiner should ask the same or similar questions of each candidate so as to reveal to the examiner the personality and adaptability of the candidate, following the general outline of questions hereon submitted, grading each division on the basis of 100%.

1. County Conditions:
   (a) Geography of the county,
   (b) Settlement House work, if any in county,
   (c) Congested portions,
   (d) Extent of dependency,
   (e) Extent of delinquency,
   (f) Foreign element,
   (g) Colored element,
   (h) Social conditions generally.

   _____%

2. Information:
   (a) Inception of Juvenile Court work,
   (b) Purpose of Juvenile Court,
   (c) Mothers' pensions,
   (d) Good derived from mothers' pensions.
   (e) Reasons for desiring this position.

   _____%

3. Questions on:
   (a) Sympathy for children,
   (b) Sympathy for parents,
   (c) Proper care of wards. _____%

SUPERINTENDENT, FAIRMOUNT CHILDREN'S HOME.

Date: March 18, 1916.

PRACTICAL QUESTIONS.

1. (a) How can a Superintendent of a Children's Home co-operate with the school teachers of the institution in securing greatest progress at school?
   (b) What should you have the boy over 10 years of age do before and after school hours?
2. (a) What means would you employ in administering punishment?
   (b) In case of persistent disobedience, what would you do?
3. What, in your mind, is the purpose of a Children's Home? Answer in full.
4. How would you proceed to obtain the information necessary to enable you to determine whether a certain home was suitable one for a child from the institution? What conditions would you consider essential?
5. (a) What precautions should be taken to prevent tuberculosis in a dairy herd?

(b) How would you handle a herd of 300 hogs (all sizes) to keep them free from cholera?

6. (a) What is meant by rotation of crops?
(b) What is the value of crop rotation?
(c) Name at least two crop rotations adaptable to Ohio farms.
7. (a) If you were buying work horses for a farm, what type would you choose? Why?
(b) How would you feed horses doing heavy work? Doing little or no work?
8. (a) What kind of live stock would you raise on an institutional farm? Why?
(b) How would you feed and care for a cow seven days before she calves and seven days after she calves?
9. Would you determine the value of a superintendent of an institution by the amount of money he would turn in each year? If not, why not?
10. A farm superintendent bought 30 head of cattle averaging 600 pounds each, at five cents per pound. After feeding them five months, during which time they made a gain of 80 pounds per month, they were sold at 8½ cents per pound. During this time they consumed 1250 bushels of corn at 70 cents per bushel; six tons of oil meal at $25.00 per ton; 50 tons of clover hay at $6.50 per ton. Did the owner gain or lose, and how much? (All work must be shown).

ORAL.

1. What experience have you had in handling employes?
2. What business or agricultural pursuits have you followed?
3. How would you care for a work horse's neck and shoulders when first put at hard work in the Spring?
4. In maintaining a Children's Home, what is the relative importance of: Field crops; truck and gardening; orcharding; and livestock?
5. Have you ever been connected with any welfare work?
6. What would you want to know about a dependent child before placing it in a foster home?

MATRON, FAIRMOUNT CHILDREN'S HOME.

Date: March 18, 1916.

PRACTICAL QUESTIONS.

1. What idea would you have in mind in bringing up children under your charge?
2. What principles would you follow in selecting books for children to read? Give the names of at least five books which you regard as suitable for boys and girls.
3. How would you treat a child who had hiccoughs? Nose bleed? One who had fainted?
4. Make out a bill of fare for children from 10 to 15 years of age, for each of the three meals, for a day in February. For a day in July.

5. (a) How often should menus be repeated?
   (b) Explain how to secure variety.
   (c) Name some substitutes for meat.
6. (a) Mention some things essential in the care of a dining room.
   (b) Some for care of silver.
   (c) Some for care of sleeping rooms.
   (d) Some for care of linens.
7. (a) What means would you take to prevent a panic in case of fire?
   (b) How would you improve the morals of the children in an institution?
   (c) What special care should the matron exercise over girls under her care at the time of puberty?
8. (a) How much freedom would you permit among the children of an instiution during meals?
   (b) Should all the children be dressed alike? Why?
   (c) Would you permit both sexes to play together? Explain.
9. What are the different ways in which children may be employed at useful as well as necessary work?
10. (a) Under what conditions are children admitted to a Children's home?
    (b) What are some of the causes which lead to the necessity of maintaining a Children's Home?
11. State in full what information you think you would obtain to determine whether a certain home was suitable for a child from an institution.
12. (a) How often should children bathe in Summer? In Winter?
    (b) What is a defective child?
    (c) What is a dependent child?
    (d) What is a delinquent child?
13. If it takes 27½ gallons of milk a day for a Children's Home, what would be the cost per week of the milk supply at six cents per quart? (Show all your work).
14. If the cost of food used for one week is $588 and an average of 280 children are fed at each meal for three meals per day, what is the average cost for each meal for each person? (Show all your work).
15. Write at least 100 words on the selecting and handling of institutional help, touching the following points:
    (a) Kind of help.
    (b) Age of the help.
    (c) Time you will allow them off duty.
    (d) Vacations.

ORAL.

1. Have you ever been associated with organizations for the welfare of children? To what extent?
2. What is your opinion of moving pictures in an institution as amusement for children?
3. Mention some ways in which you would create a home atmosphere and training in a Children's Home?
4. Would you advise that foster children be legally adopted immediately upon being taken into a home? Why?

5. Have you any children of your own?
6. How would you furnish rooms in an institution for children?

Combined Oral.

1. Do you think that the schools at a child-caring institution are inferior to our average public schools? Why?
2. What trades or occupations do you think children in a Home might learn?
3. Should children have private apartments in an institution? Should they have any privacy at all? Explain.
4. What would you do with the child who had a tendency to run away from the home?
5. How often should children, placed in private homes, be visited?
6. How would you entertain children on Hallowe'en night? July 4? Christmas? Lincoln's Birthday anniversary?
7. Would you examine children upon entering that institution?
   How often examine the children already in the institution?

VISITOR FOR CHILDREN'S WELFARE DEPARTMENT, BOARD OF STATE CHARITIES.

Date: July 28, 1915.

PRACTICAL QUESTIONS.

1. State what you consider to be the indispensible requisites for a home in which it would be proper to place a dependent child.
2. Mention specific conditions which in your judgment would definitely disqualify such a home.
3. What would be your method of obtaining the information necessary to determine the fitness of foster family to have the care and custody of a dependent child?
4. In visiting a dependent child in a foster home for the purpose of ascertaining whether it was being properly treated, what are the chief points you would consider, and how would you proceed to secure the desired information concerning them?
5. What should a Children's Welfare Visitor know about a child before undertaking to place him in a foster home?
6. Discuss briefly the importance and best methods of disciplining children.
7. State briefly the general principles which should govern the diet and the sleeping hours of children.
8. In investigating their home, how could the visitor respect the wishes of a family of culture and refinement who desire to adopt an infant, but who do not desire any publicity in connection with it?
9. How could this child be visited at least twice a year, as required by law, without doing violence to the wishes of the foster parents?

10. How would a visitor determine the advisability of placing a child in the home of an applicant not well known to any person in the community?
11. Should foster parents be encouraged to legally adopt infants as soon as possible after reception? Give reasons for your answer.
12. What means would you employ to arouse interest in a public meeting which you had called in the interest of child protection?
13. In inspecting a children's institution, what facts concerning the institution would you seek to determine?
14. In a backward community where the facilities for caring for dependent children are poor or inadequate, what steps could a visitor take to develop a sense of community responsibility for the care of the neglected children of the county?

FERTILIZER AND FEED INSPECTOR, STATE BOARD OF AGRICULTURE.

Date: January 13, 1916.

PRACTICAL QUESTIONS.

1. What advantages to the agricultural interests of the State follow fertilizer inspection?
2. (a) Commercial fertilizers are used mainly to supply what three chemical elements to the soil?
   (b) What is the chief source of supply of each of these?
   (c) In what way does each affect the plant?
   (d) Define "available" and "insoluble" as applied to constituents of commercial fertilizers.
3. What facts must be stated in the chemical analysis which the law requires the manufacturer to print on each package of commercial fertilizer?
4. Give the meaning of each of the following: Kainit; basic slag; bone meal; raw bone meal; steamed bone meal; tankage; peat; floats.
5. What is the difference between linseed meal and flaxseed meal?
6. Distinguish between "Old Process" and "New Process" oil meal?
7. (a) What are the principal valuable constituents of a feed?
   (b) What is meant by a balanced ration?
8. When is a feeding material deemed, under the statutes, to be adulterated?
9. During an inspection trip, you find a warehouse which you believe to contain goods not in accordance with legal requirements. The owner refuses to unlock the building that you may obtain samples. How would you proceed?
10. A certain fertilizer manufacturer guaranteed a particular brand of fertilizers to contain 2% of Ammonia, 8% Available Phosphoric Acid, and 2% Potash.

The State Chemist found in the sample sent him by the Inspector 1.83% Ammonia, 8.44% Available Phosphoric Acid, and 1.98% Potash. Assuming that the market value of the Ammonia to be 17.7c. per pound; the Available Phosphoric Acid, 4.75c. per pound; and the Potash, $1.05 per unit, find the commercial value of a ton of this fertilizer. (Show work in full).

FERTILIZER AND FEED INSPECTION.

ORAL.

1. State some ways in which unscrupulous fertilizer manufacturers undertake to impose upon the purchasers of their goods.
2. Do you consider home mixing of fertilizers practicable and profitable?
3. When and where was the manufacture of fertilizers in this state begun?
4. Why are low grade goods in reality more costly than high grade?
5. Why do American farmers produce much less per acre than European?
6. Under what obligations would an incumbent of this position be, with respect to his general deportment?
7. What do you consider your principal qualifications for this position?
8. What books and periodicals do you read?

FOOD INSPECTOR (MALE), STATE BOARD OF AGRICULTURE, DAIRY AND FOOD DIVISION.

Class F.

Date: December 3, 1915.

1. Give at least four reasons why foodstuffs should be inspected.
2. Name five different ways in which food may be adulterated.
3. Suggest a mode of procedure for securing samples from storekeepers without causing disorder.
4. (a) How would you take up a sample and what would you do with it before delivering it to the chemist?
   (b) How would you identify the sample when brought into court by the chemist?
5. What conditions should be closely observed in the inspection of a cannery?
6. What conditions as to sanitation should surround the confectionery store?
7. What course would you pursue in case the owner of a grocery made abusive remarks after you had disclosed your identity?
8. What are the statutory provisions concerning the sale or use of oleomargarine?
9. In making a sanitary inspection of a grocery store, to what features would you pay particular attention?

10. In what ways may flavoring extracts be adulterated and cite examples of such adulteration?

DEPUTY GAME WARDEN, STATE BOARD OF AGRICULTURE OF OHIO.

Dates: August 24 and 25, 1915, 9:00 A. M.

PRACTICAL QUESTIONS.

1. Why does the law require hunters to take out a license? Who issues these licenses?
2. Who is a resident hunter? A non-resident hunter? What is the fee for each?
3. Make out a daily expense account covering a period of five days. (Examiner will furnish blanks).
4. Suppose you find a man gathering birds' eggs, as he says "for scientific purposes"; what would you do?
5. What changes were made in recent legislation regarding black bass? calico or strawberry bass?
6. What are the most important duties of a game warden?
7. If you met a man with a gun in the woods, but no game and no license, what would you do?
8. Detail the proceedings through which you would have to go after having made an arrest.
9. What is the open season on rabbits? Quail? Squirrel? Black bass? Wild Duck?
10. What is the law regarding the use of a trot-line?
11. Name at least two important things that ought to be accomplished in your particular section by a game warden, and tell how you expect actually to accomplish them.
12. Must a hunter have a license to kill crows? Groundhogs? Chicken-hawks?
13. What changes were made recently in the law pertaining to hunting rabbits?
14. A group of pictures will be shown consecutively numbered—give the proper name for each by number.

ORAL.

1. What educational work do you think could be carried on by a game warden?
2. Why do you desire this position?
3. Are you a sportsman?
4. Name some personal qualities that you think a game warden ought to possess.

PAYROLL AUDITOR, INDUSTRIAL COMMISSION.

Date: October 26, 1915, 9:00 A. M.

PRACTICAL QUESTIONS.

1. What course must be pursued by an employer who elects *not* to carry insurance under the state liability board of awards?
2. Upon entering the office of a business concern for the purpose of auditing its payroll, what books and records

would you request, and how would you proceed to verify them?

3. (a) What features of the work of a payroll auditor are likely to call for the exercise of much tact?
(b) Under what obligations is an employe of the State with regard to his personal habits and general conduct?

4. A buys 240 shares of 4% stock at 128.50. If at the end of 2 yrs. and 6 mos. he sells it at 132.25½, what has been his annual gain per cent on his investment? (Show work *in full*).

5. (a) Two injuries against a payroll of $40,000 produces how many injuries per $100,000 of payroll?
(b) 32 injuries as against a payroll of $45,000 produces how many injuries per $100,000 of payroll?

6. What is the difference between a "single entry" and a "double entry" system of bookkeeping? Give illustration.

7.

March	1	Sold A. R. Mann on account, merchandise, $1020.
	11	Sold A. R. Mann on account, merchandise, $250.
	14	Received of A. R. Mann to apply on account, cash, $300.
	15	Received of A. R. Mann to apply on account, his 60-day note for $400.
	20	A. R. Mann returned merchandise valued at $200.
	25	Sold A. R. Mann on account, merchandise valued at $200.
	28	Received of A. R. Mann on account, cash, $400.
	28	Discount allowed A. R. Mann for cash, $20.
	30	A. R. Mann returned merchandise to the vale of $80.
	30	Received cash from A. R. Mann for merchandise, $200.
	30	Discount allowed A. R. Mann for cash, $10.
May	7	Sold A. R. Mann on account, merchandise, $300.

Applicant will rule a sheet of paper and enter the items in their respective columns, and find the balance after each transaction.

8. (a) An employer is carrying state insurance. One of his employes, whose average weekly wage is $17.00, is killed, leaving a widow wholly dependent. The widow is entitled to a compensation award equal to 66⅔% of his wages for a period of six years. How much is her compensation award?
(b) If, instead, this employe had lost both hands, he would receive a compensation award equal to 66⅔% of his average weekly wage for the remainder of his life. Assuming his life expectancy to be 22 years, and that he just lived out this expectancy, what is the total amount of compensation which he would receive from the state insurance fund?

ORAL.

1. What is the intent and purpose of the workmen's compensation act?
2. What features of the work of a traveling auditor would appeal to you most strongly?
3. Suppose you go to an employer and he refuses you the privilege of looking over his payroll; what would you do?
4. What would you say to an employer whose objections to insuring under the State plan are based on the fluctuations of politics and frequent changes of administration?
5. Do you believe that, as a general rule, labor is adequately compensated?

FREE EMPLOYMENT CLERK, INDUSTRIAL COMMISSION.

Date: February 20, 1915.

PRACTICAL QUESTIONS.

1. What do you think should be the qualifications of a clerk in a free employment agency?
2. What records do you think should be kept by the office, and in what manner should they be kept?
3. What things should be ascertained in regard to applicants for work?
4. What facts, in your opinion, should be ascertained by the agency concerning positions offered to its patrons?
5. How much of this information would you write down? Would you keep it in a record book or on filing cards?
6. Under what conditions, generally speaking, are filing cards preferable for office use, to record books?
7. What plan would you adopt in order to increase your list of employers that would furnish work for those who patronize the agency?
8. By what means would you endeavor to increase your efficiency and your fitness for the position?
9. What would you consider the obligations of an incumbent of this position with respect to his personal habits and conduct outside the office?
10. What should be his attitude toward those who apply for work?

REPORT.

Write a report of about 300 words on the necessity for state employment agencies, and the results which they may reasonably be expected to accomplish.

ORAL INFORMATION.

1. Local Conditions:
   Geography of county and city.
   Industrial conditions of locality.
   Extent of unemployment.
   Lines of employment open to foreigners.

Unemployment among colored part of population.
Lines of employment open to colored.

2. Special Information:
Inception of State Employment Office work.
Extent of same in this and other cities.
Extent of private employment agency work in this city.
Obligations of Employment Clerk.
Methods of approaching employers in soliciting co-operation.

DISTRICT DEPUTY (MALE), INDUSTRIAL COMMISSION, DIVISION OF WORKSHOPS AND FACTORIES.

Class F.

Date: November 18, 1915.

PRACTICAL QUESTIONS.

1. What are the chief duties of an Inspector of Workshops and Factories?
2. What is a sweat-shop? A fire-proof building? Employer? Manufacturer?
3. When is a workshop or factory deemed a public nuisance?
4. Who has the power of enforcing the laws governing inspection of workshops and factories?
5. What are convict-made goods? How would you label such goods?
6. Under what conditions may a boy 15 years of age and a girl 16 years of age go to work? Answer in full.
7. How often would you say that the air in school rooms should be changed? In an auditorium seating 2,000 people?
8. What are the main points in inspecting a factory? A hotel? An auditorium? A general store?
9. In the basement of a general store you find combustibles. What course do you think you would pursue? (Answer in full).
10. In sending in a report of an investigation of a factory, aside from the factory itself, what information would you judge should be submitted to the head of the department of Workshops and Factories?
11. Name at least three systems of heating public buildings. Which one do you consider best for heating school buildings? Why?
12. Name two systems of ventilation. Which would you recommend for theatre buildings? Why?
13. How would you proceed to inspect a high speed machine shop employing 1,500 persons? Would you ask anyone to accompany you? If so, whom? Why? (Answer in detail).
14. A report comes to you of an employer violating the child labor laws. Upon investigation, a certain girl claims she is 19 years of age, employer has her on his

payroll as 19 years old, her mother says she is 19 years of age. How will you verify the condition?

15. In a small tobacco factory you find girls working on an average of 12 hours a day. The work is pleasant, conditions are favorable and sanitary, the girls are contented, and employer states that it would be a great hardship to him to shorten the hours of the girls employed. What would you say to this employer? Give a full account of what you think you would do.

16. The State Building Code permits one person for every 15 square feet of floor space on the third floor of an office building. An office 45x85 feet, on the third floor of such a building, is occupied by 275 clerks. How many clerks can *lawfully* be employed in this office?

LADY VISITOR, INDUSTRIAL COMMISSION (FACTORY INSPECTION DEPARTMENT).

Class F.

Date: April 9, 1915, 9:00 A. M.

PRACTICAL QUESTIONS.

1. (a) Give the provisions of the law regarding the employment of minors in factories.
(b) Give the main provisions of the law regarding the hours of labor of children, minors, and women in factories.

2. (a) What are the purposes of child labor regulation?
(b) What are the reasons for restricting hours of labor of women?
(c) What is the relation between child labor and truancy enforcement?

3. You are sent into a city of 30,000 to proceed in the matter of child labor violations reported in a factory employing thirty boys under 15 years. How would you determine whether or not the provisions of the law prohibiting employment of children under 15 years are being violated? How would you verify ages? The factory is in operation ten hours a day but the children, according to posted schedules stating hours of work, are employed eight hours a day. How would you verify this?

4. What welfare measures that might be used in a large mercantile or manufacturing establishment would you consider preventive, as opposed to curative? Explain briefly.

5. Name the employments in which minors under 18 years of age are frequently found to be working. What methods would you take to find out all the places where minors are employed?

6. How would you proceed to prove specific violation of the ten hour a day, 54 hour a week law in the following case? A restaurant is reported as violating the law, no definite instances being given. Fifteen women are

employed in shifts arranged according to the needs of the work, the hours being "split" and differently arranged every two or three days.

7. Take some shop with which you are familiar, in which the conditions from a safety and sanitary standpoint are bad. How would you, if you were a "Visitor," proceed to bring about an improvement in their condition?
8. Supplying the necessary facts, give an outline of the inspection of a knitting mill employing a large number of women and children. Assuming that the sanitary requirements for the health and comfort of employees have not been complied with, give orders to correct the defects in accordance with the law.
9. How many persons would you allow to be employed during the day time in a room 50 ft. long, 25 ft. wide, and 15 ft. high? Describe a good system of ventilation for such a room.
10. In a country telephone exchange, you find a girl working on an average 12 hours a day. The work is pleasant, conditions are favorable, the traffic is light, the girl is contented and the employer states that it would be a great hardship to him to shorten the hours of the girl's employment. What would you say to this employer?

REPORT.

Write approximately 300 words on "The Objects Sought to be Obtained by the Factory Inspection Laws."

ORAL.

1. Special Information:
    1. Name and give the principal locations of six of the leading manufacturing industries of Ohio.
    2. Name six of the leading industries employing considerable numbers of women.
    3. Name six of the leading industries employing considerable numbers of children.
    4. What are the principal difficulties encountered in enforcing laws regulating the employment of women?
    5. What are the principal difficulties encountered in enforcing the Child Labor laws?
    6. How do you think the cooperation of a community may be secured for the enforcement of laws regulating the employment of women and children?
    7. What are the qualifications necessary for a Lady Visitor?
    8. What natural qualifications, experience, or training particularly fits you for the work as a Lady Visitor?

CLAIMS EXAMINER, INDUSTRIAL COMMISSION.

Date: November 23, 1915.

PRACTICAL QUESTIONS.

1. (a) What are the chief duties of a claims examiner?
   (b) What should a newly appointed claims examiner do to equip himself for the new duties confronting him?
2. (a) What is meant by the term "liability" as used in connection with industrial accidents?
   (b) Occupational diseases?
   (c) What is a "self-inflicted injury"? Give example of same.
3. An employe has had an injury resulting in the loss of one hand. The Compensation Act provides that such employe is entitled to 66⅔% of his weekly wages during a period of two hundred and fifty weeks. Give the amount of total award in a claim where the employe was earning the sum of $13.50 per week at the time of injury. (Show work in full.)
4. Under the Compensation Act, compensation in death claims is to be paid to the actual dependents of a deceased workman, according to the degree of dependency. What is meant by the term "dependents" as used in connection with this act?
5. Suppose there were 7,900 employes injured during a certain period. Of these injuries, 17% were due to negligence of the employer, 29% were due to carelessness of employes, 11% were caused by negligence of both; and the remaining number were attributed to other causes. Find the number of injuries attributed to each.
6. Under the Workman's Compensation Act what recourse has the employer whose wage expenditure for the legal period is less than the amount upon which his premium was estimated?
7. Who is the custodian of the State Insurance fund? How are disbursements paid? (Answer in full.)
8. What employers are subject to the provisions of the Workman's Compensation Act? What provision is made for the employer who does not care to contribute to the State Insurance Fund?
9. What is meant by a claimant; an affidavit; a defendant; wholly dependent person; permanent partial disability?
10. When, if ever, would you give your own personal opinion of a case you had examined? Give reasons for your answer.
11. What three facts must be established by an applicant in a death claim in order to prove dependency?
12. (a) Is the state insurance rate the same for all kinds of manufacturers?

(b) In the same manufacturing establishments where there are many different classes of laborers is the insurance rate the same?

(c) How is the insurance rate finally determined for the manufacturer?

ORAL.

Special Information.

1. When is a man in the course of his employment?
2. Where would you go for the most reliable evidence concerning an employe who had been injured? Why?
3. Name five industries which you think would necessarily pay a high rate of insurance. A low rate of insurance.
4. What is meant by a "State risk"? "Self-insurance risk"?
5. Do minors under 21 come under the Workman's Compensation Act? Under what conditions?
6. What do you understand by a "delinquent employer"?
7. What class of employers do not come under the compulsory provisions of the Workman's Compensation Act?
8. Do you think a farmer, no matter how many hands he employs, should come under this act? Why?

COTTAGE MATRON, STATE INSTITUTIONS.

Date: April 19, 1916.

PRACTICAL QUESTIONS.

1. Why, in your opinion, are some teachers and some parents able to maintain discipline with ease, while others do so with difficulty or not at all?
2. With boys from eight to twelve years of age, in an institution for orphans, what methods of discipline would you employ? What forms of punishment? What incentives to good conduct?
3. Answer same questions as in Number 2 with respect to girls from 12 to 16 years of age.
4. Suppose you found an ink drawing on an inside wall of your cottage, how would you undertake to find out who did it? What punishment, if any, would you administer, and why?
5. What do you think of holding the whole cottage responsible for what a single boy or girl does?
6. How would you endeavor to create among those in your charge, a spirit of sympathy, kindliness, and good fellowship, in the interests of discipline and contentment?
7. Recognizing the tendency of children toward hero worship, give the names of five men and five women, living or dead, whom you would consider worthy to serve as examples for the boys and girls respectively, to emulate.

8. In general, what means would you employ to inculcate moral and religious truths?
9. Tell what you understand by the honor system, and what application you think it should have in an institution such as the Girls' Industrial Home at Delaware.
10. Write a letter to your superintendent, telling of an imaginary offence which it is assumed that some child under your care has committed, and stating what action you are taking or recommending, and giving your reasons for same.

ORAL

1. Name several things that a matron should be careful to do or to avoid doing, for the sake of her example to those under her.
2. When, if at all, is it proper to scold a child? What are the results of habitual scolding? Of frequent threatening?
3. What would be your method of dissuading boys from the use of tobacco?
4. What do you know as to the tendency of small children to prevaricate? Do you consider this a serious offense? What would be your remedy?
5. In what kind of clothing should children sleep? Why should it not be that worn during the day?
6. Do you, or can you, make and mend your own clothing?
7. Name several books you have read. Some that are suitable for children. What papers or magazines would you recommend as appropriate for children?

CHIEF MATRON, GIRLS' INDUSTRIAL HOME, DELAWARE, OHIO BOARD OF ADMINISTRATION.

Class G.

Date: January 27, 1916.

PRACTICAL QUESTIONS.

1. Distinguish between defective, dependent, and delinquent girls. Can the same girl be found in more than one of these classes? Illustrate.
2. How should the education of a girl in this kind of institution differ from or conform to the education of the normal girl?
3. What do you know about the number and type of girls entering reformatories?
4. What place should the honor system have in the disciplinary methods? What ideas have you about the demerit system?
5. Give your ideas of the place of systematic recreation in the education of the girl.

Class G.

THESIS

Choose one of the following subjects for a thesis not to exceed 500 words:

1. The value of systematic, supervised recreation in the education of the girl.
2. Release and after-care.
3. What is your observation of the success in the restoration of character in the delinquent girl?

GUARD (MALE), STATE BOARD OF ADMINISTRATION, PENITENTIARY AT COLUMBUS, OHIO, STATE REFORMATORY AT MANSFIELD, AND LIMA STATE HOSPITAL AT LIMA.

Date: November 19, 1915, 9:00 A. M.

PRACTICAL QUESTIONS.

1. What are the purposes sought in the confinement of prisoners? Discuss both from the standpoint of the prisoner and society.
2. Suppose a party of prisoners, in your charge, became unruly and noisy; what would you do?
3. Outline what you would consider a fair day's work and recreation for prisoners, giving time devoted to each activity. Also outline the way in which you would have prisoners spend Sunday, including time for each activity.
4. Suppose you had 30 prisoners under your control and one should attempt to escape, what would you do?
5. The examiner will have three orders to read to the applicants. Afterwards the applicants will write the substance of each separately.
6. What is meant by "release on parole"; "indeterminate sentence"?
7. Discuss, at some length, how you expect to secure obedience and respect from the prisoners under your control.
8. Suppose a person in your charge has a fit, what would you do until a physician arrived? Also how treat a prisoner who has fainted?

ORAL.

1. What has been your experience that will help you to discipline?
2. Would you enforce a rule which you believe to be unwise, unjust, and unfair?
3. What do you understand by the term "loyalty"? How could you manifest it?
4. If an inmate asked you a question for immediate decision, and you were in doubt as to the answer, what would you reply? Why?
5. How would you put a man on his honor?
6. Would you accept a gift from a prisoner? Give reasons.

PHYSICAL TEST.

Height..... Weight.....
Chest measurement, contracted....., expanded.....
Use squatting exercise; applicant is considered good if he can do it satisfactorily 15 times.
Also use dipping exercise between chairs. Ten times is considered good.
Use grip Dynamometer for testing the muscles of the hand and forearm. Right hand..... Left hand.....
130 is good for right hand, and 120 for left hand.

If time and opportunity afford, chinning of horizontal bar may be used. .....
Also raising body from parallel bars. .....
And running high jump. .....
Hopping about room on right foot. ..... Left foot.....
If available, a lung-testing machine may be used. .....
A running track may also be used to advantage.

(Action, Physical, General Intelligence, and Mental Attitude on separate sheet).

FARM SUPERINTENDENT, OHIO BOARD OF ADMINISTRATION.

Date: March 2, 1916, 9:00 A. M.

PRACTICAL QUESTIONS.

1. (a) Name at least five three-year and four-year crop rotations adaptable to Ohio farms.
   (b) Name a few varieties each of corn, wheat, oats, and soy beans suitable to Ohio conditions.
2. Select a balanced ration for dairy cow from the following feeds:
   Ground corn, ground oats, hominy, gluten, dried distiller's grain, cottonseed meal, and linseed meal.
   (b) Give the number of pounds you would use of each in making 1,000 lbs. of feed.
   (c) How much of this ration would you feed a cow giving 50 pounds of milk a day? Also how much ensilage and alfalfa hay?
3. What, in your opinion, is the relative importance of the general farm crops as compared with truck and garden crops, in the maintenance of public institutions?
   (b) State briefly some of the chief differences in the cultivation and management of farm and garden crops.
4. How would you proceed to build up a depleted soil and produce garden crops on it at the same time?
5. (a) How would you handle barnyard manure to prevent loss either by leaching or firing?
   (b) When and how would you apply manure to garden lands?

6. (a) Give your ideas as to the use of tractor plows.
   (b) Of how much value do you consider the disc harrow?
   (c) Name several uses to which it can be put.
7. How would you plant and cultivate the potato as a field crop? How would you control the more common diseases and insect enemies of the potato?
8. Name five varieties of clover, and state briefly under what conditions each may be grown to best advantage.

ORAL (PRACTICAL).

1. In what have you been engaged during the last five years?
2. What have you done in the way of handling men and teams?
3. How should the methods of farming to be practiced on hill lands differ from those employed on level lands?
4. How would you determine the best varieties of corn, clovers, and other crops, for the different sections of the state?
5. What sections of the state are adapted to the growing of corn? Alfalfa? Fruit?
6. What would be the relative values of the following, on institutional farms: Field crops, truck and garden crops, orcharding, livestock?
7. Name the principal kinds of silos. To what animals can ensilage be fed to the best advantage?
8. Tell briefly how you would handle a herd of 500 hogs to keep them free from cholera.
9. What kind and size of work teams do you prefer for farm use? What is the best time to breed farm mares? At what age would you break colts?
10. What kind and amounts of feed per day would you allow a 1600 pound horse at hard work? How would you feed a work horse on idle days?
11. How would you care for a work horse's neck when first put at hard work in the spring?
12. When and how often would you spray an apple orchard, and what materials would you use for each spraying?
13. What experience, if any, have you had with greenhouses?

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